

Data, People, Things

Theme and Level

Theme: Know Myself

Level: Getting Started

At a Glance

Students use the *Data, People, Things Checklist* to explore themselves in terms of work environments.

Time: 50 minutes.

Essential Questions

- What work environment tasks do I prefer most?

Preparation

- Secure computer lab with overhead projector enabled
- Make copies of the *Data, People, Things Checklist*, one per student
- Print one copy of the picture titled *Group of Teens, DPT Checklist*

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to teach them about work environment tasks and help them learn more about which kinds of tasks they enjoy most.
2. Hold up a newspaper or print out from online, a mechanical object, and the picture of teens talking around a computer. Ask students to indicate by a show of hands which of these resources they would like to use to learn about this subject.
3. Explain that the object they choose tells something about their preferences for work and learning tasks.
4. Show PPT Slide 2. Tell students we can describe and organize the world of work into data, people and things.
5. Explain that every job -- even school work -- requires a person to function in relation to data, people, and things. These relationships are identified and explained in the slide.
6. The three lists are arranged from simple to complex tasks, so that each successive relationship includes those that are simpler and excludes the more complex (the higher the number, the simpler the task). These relationships are referred to as "Worker Functions," and provide terms that describe how a person functions on a job.
7. Show PPT Slide 3. Distribute the *Data, People, Things Checklist* and review the instructions with students. Encourage students to carefully answer the items on the worksheet.
8. Show PPT Slide 4. Divide the class into three groups according to each student's dominant score: data, people or things.
9. Explain that all students will like bits of each broad worker functions, but they will likely enjoy one function than the others.
10. Ask groups to list career exploration and recreation activities that their "type" might prefer. Ask each group to appoint a reporter who then shares the group's findings with the full group.
11. Show PPT Slide 5. Have students post meaningful reflections sharing what they learned about themselves in their CIS portfolios, in the Getting Started: Know Myself section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
- Students could conduct job shadows or the class could visit data, people and thing type work environments then discuss the attributes of each when class reconvenes.

Assessment

Use the *Data, People Things Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the **What did you learn about yourself from this career assessment you just completed?** text box within the Getting Started: Know Myself section of Career Plan.

Materials

Computer lab with a projector and CIS access

[Data, People, Things \(PPTX\)](#)

[Data, People, Things Checklist Scoring Guide \(PDF\)](#)

[Data, People, Things Checklist Scoring Guide \(DOCX\)](#)

[Group of Teens, DPT Checklist \(PDF\)](#)

[Group of Teens, DPT Checklist \(DOCX\)](#)

[Data People Things Checklist \(PDF\)](#)

[Data People Things Checklist \(DOCX\)](#)

Goals and Standards

Common Core State Standards

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Speaking & Listening

National Career Development Guidelines

- GOAL PS1 Develop understanding of self to build and maintain a positive self-concept.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.

American School Counselor Association

- Personal-Social, Career Development

Bloom's Taxonomy: Understanding, Applying

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed

- Sense of Belonging in the School Environment
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Demonstrate Creativity
- Use Time-Management, Organizational and Study-Skills
- Apply Media and Technology Skills
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Self-Discipline and Self-Control
- Demonstrate Ability to Work Independently

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Use Effective Collaboration and Cooperation Skills
- Use Leadership and Teamwork Skills to Work Effectively in Diverse Teams
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment